DOCUMENT RESUME

ED 338 819 CE 059 464

TITLE Special Populations Students: The Issue of Access and Services. A Guide for Local Councils.
INSTITUTION Illinois State Council on Vocational Education, Springfield.
PUB DATE 91
NOTE 20p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Access to Education; Compliance (Legal); Educational Legislation; Equal Education; *Federal Aid; Federal Legislation; Mainstreaming; Regular and Special Education Relationship; Secondary Education; Services; Special Education; *Special Needs Students; *Vocational Education
IDENTIFIERS *Carl D Perkins Voc and Appl Techn Educ Act 1990

ABSTRACT

This guide is designed to assist local programs in relating to special populations with respect to implementing provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and carrying out the purpose of the new act. Section 1 addresses the issue of access of special populations students to vocational education programs. Activities that must be provided to special populations in targeted sites or program areas are listed. Major questions that may be addressed by the local advisory councils are answered, and potential local council activities are suggested. General recommendations for consideration by local councils and boards of education are made. Section 2 sets forth "Section 118 Criteria for Services and Activities for Individuals Who Are Members of Special Populations" in three areas: assurances of equal access, provision of information, and assurances. Section 3 contains questions and answers specific to the issue of access and services for special population students. The two major categories of questions deal with Section 118 and access. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED338819

The Carl D. Perkins Vocational Education Act of 1984
as amended by
The Carl D. Perkins Vocational and Applied Technology
Education Act Amendments of 1990

A GUIDE FOR LOCAL COUNCILS

Illinois Council on Vocational Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CE057464

ICoVE's 1989-1991 REPORTS AND STUDIES

- BUILDING PUBLIC-PRIVATE PARTNERSHIPS TO IMPROVE VOCATIONAL EDUCATION IN ILLINOIS (A survey and validation report of Illinois' business, industry, and labor needs from education.)
- TOWARD A WORLD-CLASS WORKFORCE (A response to business, industry, and labor needs with recommendations to education as well as to the private sector.)
- BUILDING WORLD MARKET COMPETITORS: TECHNOLOGY TRANSFER AND THE ILLINOIS COMMUNITY COLLEGE SYSTEM (A status report of the community college capacity to be a resource to the state's economy.)
- BUILDING WORLD MARKET COMPETITORS: TECHNOLOGY TRANSFER AND THE ILLINOIS COMMUNITY COLLEGE SYSTEM (A status report of the community college capacity to be a resource to the state's economy.)
- EXPANDING APPRENTICESHIP PROGRAMS WORK-BASED TRAINING SYSTEMS IN ILLINOIS (A study to review potential expansion of apprenticeship programs, including pre-apprenticeship.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR PRIVATE SECTOR INVOLVEMENT (A follow-up of ICoVE's 11 recommendations and 45 suggested actions in four Technical Reports addressing private-sector involvement issues for 1987-1988.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR COORDINATION (A follow-up of ICoVE's 23 recommendations and 31 suggested actions in five Technical Reports addressing coordination issues for 1987-1988.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR SPECIAL POPULATIONS (A follow-up of 56 recommendations and 66 suggested actions in nine Technical Reports addressing special population issues for 1987-1988.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR QUALITY VOCATIONAL EDUCATION (A follow-up of 35 recommendations and 124 suggested actions in 14 Technical Reports addressing quality vocational education issues for 1987-1988.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR EDUCATION FOR EMPLOYMENT (A follow-up of 29 recommendations and 140 suggested actions in 12 Technical Reports addressing education for employment issues in 1987-1988.)
- COMMON ELEMENTS (A report of coordination and special programs serving special populations through vocational education and job training.)
- CORRECTIONAL EDUCATION, A WAY TO STAY OUT (A report of public hearings and interviews of inmates with commendations, recommendations for Illinois with supporting statements, and success stories.)
- SCHOOL BOARD MEMBERS SEEK BUSINESS COMMUNITY COMMITMENT (A survey report of local school board members and administrators' perceptions of tech prep and private-sector involvement with vocational education.)
- INCREASING THE IMPACT OF ICoVE RECOMMENDATIONS: EXAMPLES FROM JTPA REPORTS (A self-evaluation report of ICoVE)
- SPECIAL POPULATION STUDENTS: THE ISSUE OF ACCESS AND SERVICES (A guide for local councils)
- OVERVIEW OF ICoVE INITIATIVES, FISCAL YEARS 1989 AND 1990 (A report of ICoVE activities including major initiatives, council meetings, council linkages, reports, and other activities.)
- ILLINOIS TECHNICAL COMMITTEES, 1985-1990 (A report of the State's technical committee activities and accomplishments.)
- NEWSLINE (A newsletter prepared four times per year.)
- MEMBERSHIP BROCHURE

SPECIAL POPULATIONS STUDENTS: THE ISSUE OF ACCESS AND SERVICES

A GUIDE FOR LOCAL COUNCILS

Illinois Council on Vocational Education
100 Alzina Building, 100 North First Street
Springfield, Illinois 62702
Phone (217) 782-2892
Fax (217) 785-1218

Prepared by: Illinois Council on Vocational Education
in consultation with
Toni McCarty, Illinois State University, and
Sharon Full, Illinois State Board of Education

Prepared to assist local programs in relating to special populations for:

1) implementing provisions of The Carl D. Perkins Vocational Education Act of 1984 as amended by The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990,

2) carrying out the purpose of the Act, i.e., *"It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society."*

CONTENTS

SPECIAL POPULATIONS STUDENTS: THE ISSUE OF ACCESS AND SERVICES . . 1
Questions for Local Councils. 1
General Recommendations for Consideration
of Local Councils 3

EQUAL ACCESS FOR SPECIAL POPULATIONS 7
Assurances of Equal Access for Members of
Special Populations 7
Provision of Information. 8
Assurances. 8

QUESTIONS AND ANSWERS WHICH ARE SPECIFIC TO THE ISSUE OF ACCESS
AND SERVICES FOR SPECIAL POPULATIONS. 11
Section 118 11
Access. 12

ICoVE MEMBERSHIP

SPECIAL POPULATIONS STUDENTS: THE ISSUE OF ACCESS AND SERVICES

Access of special needs students to vocational education programs continues to be a significant issue in the new Carl D. Perkins Vocational Education and Applied Technology Act. Even more significant to the success of special populations may be the components of access: recruitment, enrollment, supplementary services, and placement. As stated in Section 118 of the reauthorized Perkins Act, the following are basic considerations which should be provided for special populations:

- equal access to recruitment, enrollment, and placement activities;
- equal access to the full range of vocational education programs;
- a least restrictive environment;
- coordination among vocational education, special education, and rehabilitation agencies for individuals with handicaps;
- information related to vocational education program opportunities, eligibility, specific courses, special services, employment opportunities, and placement.

The above considerations should cover an eligible recipient's entire vocational education program. The following activities must be provided to special populations in targeted sites or program areas:

- assistance to enter vocational education programs;
- assessment of special needs;
- supplementary services, including curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional a and devices;
- guidance, counseling and career development;
- services designed to facilitate transition from school to post-school employment and career opportunities.

Another consideration of this Act is the concept of Participatory Planning. Under the Act, the State Board must establish procedures including an appeals procedure by which parents, students, teachers, and area residents concerned will be able to directly participate in State and local decisions that influence the character of programs under this Act affecting their interests.

At the core of the access issue rest ways in which local councils may help to ensure that quality vocational programs are available to all students, specifically those identified as handicapped, disadvantaged, and limited-English-proficient. Rules and regulations may change this.

QUESTIONS FOR LOCAL COUNCILS

A variety of questions may be raised related to the access issue. Among these are:

- Do special needs students have access to the full range of vocational programs available to all students?
- Do special needs students have access to high-quality vocational education programs?
- What are the enrollment patterns of special needs students, and do these patterns

BEST COPY AVAILABLE

differ from those of higher-achieving students?

Major questions which may be addressed by the local advisory councils include:

Question What types of work experience programs are available to special populations? From where does the funding for work experience programs come? Are guidelines and criteria for types of and entrance into work experience programs similar among programs regardless of their source? Do these differences, if they exist, present barriers to entrance of special populations into work experience programs? How can local councils facilitate common guidelines and criteria?

Potential Local Council Activities

Compare differing types of work experience programs offered through such agencies as Job Training and Partnership Act (JTPA), Department of Rehabilitation Services (DORS), Department of Special Education, and Department of Vocational Education. Compare entrance criteria and scope of programs offered among these agencies to develop appropriate recommendations. Determine what type of coordination efforts, if any, currently exist among these agencies.

Question How are the local vocational education dollars being used to fund activities and/or programs for special populations? What type of services are being funded? What parameters, if any, are provided for use of these monies? Are specific percentages of local dollars targeted for use with special populations?

Potential Local Council Activities

Identify ways in which local vocational education dollars are being utilized (e.g. for which programs? to serve which populations?). Determine whether local dollars being utilized for special populations are adequate to meet all identified needs. If no local dollars are targeted for use with special populations, determine ways in which local dollars could be targeted to meet the needs of these populations.

Question What types of impact data currently exist, and how are these data being utilized to evaluate student progress and/or program quality? How can appropriate impact data be collected? Who should be held accountable for collecting these data?

Potential Local Council Activities

Review State Performance Report to evaluate types and/or extent of data being collected. Sample local education agencies to determine types of

data being collected and the impact these data have on program improvement efforts.

Question How can local commitment to serving special populations be assessed? Do adequate personnel exist in the Regional Delivery System and/or the community college to provide leadership roles in implementing the intent of new legislation? Does the region or district use a statewide resource center which coordinates activities such as staff development, product development, and assistance with program evaluation? Is there an appropriate level of funding committed to activities to support concerns related to special populations?

Potential Local Council Activities

Compare, among systems and districts, differences/similarities in staffing patterns and job responsibilities of vocational special needs personnel. Sample regions and districts of similar size to ascertain similarities/differences in services. Identify exemplary State-level delivery systems for serving special populations.

Identify states in which a statewide resource center exists for vocational special needs. Determine services offered through these centers, and the impact of these services on special populations.

Determine the percentage of state and federal discretionary dollars which are being directly utilized to support concerns related to special populations.

Question How are special population students to benefit from integration efforts brought forth through the new legislation?

Potential Local Council Activities

Determine ways in which the region/district may address, for special populations, academic/vocational education integration efforts. Identify developed integration curricula and ways in which these curricula are/will be utilized.

Determine efforts of the local school board or Board of Control toward incorporating special population concerns within statewide integration activities.

GENERAL RECOMMENDATIONS FOR CONSIDERATION OF LOCAL COUNCILS

Because of the significant emphasis placed upon serving special populations in the new legislation, it is imperative that the following recommendations be considered by local councils and local boards of education.

- Education must recognize that access of special populations to quality vocational education programs is a national priority. With this priority comes responsibility to initiate identification, provide support services, evaluate programs and services, and promote leadership. Identifying an individual to handle this responsibility is an initial step in assuring that access to vocational opportunities is provided to all special population students. Special Needs Coordinators can serve as the catalysts to assure that access of special population students to vocational education programs is a top priority.

- Barriers to access must be identified and a plan of action developed to address ways in which these barriers may be overcome. Current school personnel an recent graduates may be surveyed to identify barriers that do, or have, existed to limit access.

- Standards for collecting and interpreting data should be determined. Baseline data should be recorded, using these standards, and progress should be monitored. One approach may be to appoint and convene a local Subcommittee on Access and Services, the members of which would regularly report to the local council and the board of education or board of control. Specifically, members of this subcommittee could make site visits to independently evaluate program access, the provision of appropriate support services, and student outcomes. These site visits should monitor program access and program quality form point of entry to point of graduation or exit.

- Priority must be placed not only at the Federal level, but also at the state and local level, on issues related to program access and provision of services to special populations. This priority should take the form of utilization of state and local vocational education monies to fund programs and activities not adequately funded though the use of Federal dollars. A statewide special needs resource center would be an example of an exemplary activity which a state may choose to fund. State dollars may be targeted to fund direct student services at the local level.

- Public and private sector coordination must occur in order that appropriate and adequate support services are available to special populations. This coordination is essential to ensure that services are not duplicated among schools and agencies, and that all students are afforded the opportunity to access services.

- The regional delivery system and community college district must provide full-time special needs personnel, whose responsibility is the implementation of the provisions and intent of the new legislation. Each school district and community college district must appropriate adequate funds to support program improvement and access for special populations.

- Special populations must be a priority concern throughout all integration and tech prep efforts. These efforts may have significant impact on student retention rates, program completion rates, and placement rates.

Making access a priority, identifying and removing barriers, determining standards and maintaining data, placing priority on access and service issues, interagency coordination, local leadership, integration, and tech prep efforts are all key issues in the provision of access for special populations. Members of the local council should play a vital role in maintaining progressive actions regarding the access of vocational education opportunities for all students, and an even greater role in helping to assure access for those students with special needs. Activities outlined in this paper represent global ideas of ways in which local councils can become proactive regarding this issue. These activities should be considered as only a foundation from which to draw for possible beginning actions. With the strong guidance of members of local councils, improved vocational education program access for special populations can move from conceptualization to realty.

Public Law 101-392
The Carl D. Perkins Vocational and Applied Technology
Education Act Amendments of 1990

EQUAL ACCESS FOR SPECIAL POPULATIONS

Section 118 Criteria for Services and Activities for Individuals Who Are Member of Special Populations

(a) ASSURANCES OF EQUAL ACCESS FOR MEMBERS OF SPECIAL POPULATIONS.--The state board, in its State plan, shall provide assurances that--

(1) individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities;

(2) individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations;

(3) (A) vocational education programs and activities for individuals with handicaps will be provided in the least restrictive environment in accordance with section 612(5)(B) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized education program developed under section 614(a)(5) of such Act;

(B) students with handicaps who have individualized education programs developed under section 614(a(5) of the Education of the Handicapped Act shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under sections 612, 614, and 615 of such Act;

(C) students with handicaps who do not have individualized education programs developed under section 614(a)(5) of the Education of the Handicapped Act or who are not eligible to have such program shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under section 504 of the Rehabilitation Act of 1973 and, for the purpose of this Act, such rights and protections shall include making vocational education programs readily accessible to eligible individuals with disabilities through the provision of services described in subsection (c)(3);

(D) vocational education planning for individuals with handicaps will be coordinated between appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies; and

(E) the provision of vocational education to each student with handicaps will be monitored to determine if such education is consistent with the individualized education program developed for such students under

section 614(a)(5) of the Education of the Handicapped Act, in any case in which such a program exists;

(4) the provision of vocational education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible; and

(5) (A) the requirements of this Act relating to individuals who are members of special populations--
(i) will be carried out under the general supervision of individuals in the appropriate state educational agency or State board who are responsible for students who are members of special populations; and
(ii) will meet education standards of the State educational agency or State board; and
(B) with respect to students with handicaps, the supervision carried out under subparagraph (A) shall be carried out consistent with and in conjunction with supervision by the State educational agency or State board carried out under section 612(6) of the Education of the Handicapped Act.

(b) PROVISION OF INFORMATION.--

(1) Each local educational agency shall provide to students who are members of special populations and parents of such students at least 1 year before the students enter or are of an appropriate age for the grade level in which vocational education programs are first generally available in the State, but in no event later than the beginning of the ninth grade, information concerning--
(A) the opportunities available in vocational education;
(B) the requirements for eligibility for enrollment in such vocational education programs;
(C) specific courses that are available;
(D) special services that are available;
(E) employment opportunities; and
(F) placement.

(2) Each eligible institution that receives assistance under Title II shall provide the information described in paragraph (1) to each individual who requests information concerning or seeks admission to vocational education programs offered by the institution, and, when appropriate, assist in the preparation of applications relating to such admission.

(3) The information provided under this subsection shall, to the extent practicable, be in a language and form that the parents and students understand.

(c) ASSURANCES.--Each eligible recipient that receives assistance under Title II shall provide assurances that such eligible recipient shall--

(1) assist students who are members of special populations to enter vocational education programs, and with respect to students with handicaps, assist in fulfilling the transitional service requirements of section 626 of the Education

of the Handicapped Act;

(2) assess the special needs of students participating in programs receiving assistance under Title II with respect to their successful completion of the vocational education program in the most integrated setting possible;

(3) provide supplementary services to students who are members of special populations,including,with respect to individuals with handicaps--
(A) curriculum modification;
(B) equipment modification;
(C) classroom modification;
(D) supportive personnel; and
(E) instructional aids and devices;

(4) provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services; and

(5) provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

QUESTIONS AND ANSWERS WHICH ARE SPECIFIC TO THE ISSUE OF ACCESS AND SERVICES FOR SPECIAL POPULATION STUDENTS

SECTION 118

Question Section 118 pertains to criteria for services and activities for individuals who are members of special populations and includes a number of assurances to be included in the State Plan.

The California Department of Education currently employs a three-year cycle for reviewing local programs with one-third of all programs reviewed each year. Our current plans would have the sex equity administrator and persons responsible for handicapped, disadvantaged, and limited-English-proficient students to review the sample of plans for LEAs that will receive an Office of Civil Rights visit the following year.

Does this satisfy the requirement that sex equity administrator review, comment upon, and make recommendations on the plans of LEAs?

Response To appropriately carry out the requirements of Section 111(b)(1)(c), the Sex Equity Administrator would have to review all local applications. The Sex Equity Administrator should review all plans as they are submitted. Section 111(b)(1)(c) does not constitute a program review requirement.

Question California has a viable Civil Rights Review process which is considered exemplary by the Office of Civil Rights. We assume the continuation of this review process at the same level will satisfy th requirements of Section 118.

Is our assumption correct?

Response The requirements of Section 118 stand apart from any review process. If a State, through its review process, can assure that the requirements of Section 118 are being met, then the process is adequate.

Question Section 118(d) - "Participatory Planning" - requires the state board to "establish effective procedures, including an expedited appeals procedure, by which parens, students, teachers, and area residents concerned will be able to directly participate in state and local decisions that influence the character of programs under this Act affecting their interests." it also requires the state to design

procedures and provide technical assistance to ensure that interested parties have the information needed to facilitate their participation.

This section falls under the overall heading of "Criteria for Services and Activities for Individuals Who are Members of Special Populations," but it refers specifically to "programs under this Act," rather than "programs under this Part." Did Congress actually intend to mandate participatory planning of all programs funded under the Perkins Act, or only of services and activities for individuals who are members of special populations?

Response There is no statement of Congressional intent with respect to the programs covered by this requirement. Read literally, this provision could apply to all programs under the Act. This is our reading at this time. This will be further reviewed by OGC and will probably be identified as a regulatory issue to be discussed at the regional regulation meetings.

ACCESS

Question It is our plan to distribute funds following the formula outlined in Part C, Section 231.

If we require the LEA to target these funds to the high school with the highest concentration of economically disadvantaged students in its attendance area, will this satisfy the "shall give priority" requirements of Section 235?

Response Section 235(b) speaks to the highest concentrations of special populations. An assignment of all funds to a single school with the highest such concentration would meet the requirements of Section 235(b). however, Section 235 does not necessarily require that all funds be targeted to a single school. The meaning of the term "priority" will be discussed at the regional regulatory meetings.

Question Title II, Part C, Subpart 2, Section 235(C): Is it permissible to use funds to improve vocational education programs designed to serve the total student population, provided that special populations are assured equal access and equitable participation in said programs?

Response Yes. Section 235(a) states that funds shall be used . . . "to improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of program areas."

Question Section 232(b)(2)(D): Does "programs serving economically disadvantaged adults" refer to programs that are exclusively for economically disadvantaged adults or to programs to which they have access?

Response No preliminary determination has been made on this question to date.

Question Section 232(a): Does "number of Pell grant recipients" refer to the total number in an institution or to the number in vocational programs only?

Response This refers to the number of Pell grant recipients enrolled in vocational programs only.

Question Section 111(b)(1)(C) describes the role of Sex Equity Administrator relative to local plan review.

Is it appropriate for the Sex Equity Administrator described in Section 111(b)(1) to review a sample of plans a opposed to being required to review all LEA plans? To review a sample of plans would be consistent with the language of Sections 111(c)(1), 111(d) and 111(e) referring to the review to be done by the other State agency personnel responsible for special populations.

Response To appropriately carry out the requirements of Section 111(b)(1)(c), the Sex Equity Administrator would have to review all local applications.

Question At the postsecondary level, is the intent of Section 111 to assure that the plans in regard to students with handicaps, the economically disadvantaged, and the limited-English-proficient, be reviewed by the State personnel charged with responsibility for assuring the delivery of services for these populations at the postsecondary level?

Response Yes. Except the Act specifies those persons responsible for administering those programs.

FEDERAL FUNDING STATEMENT

Federal vocational education funds provided through P. L. 98-524, The Carl D. Perkins Vocational Education Act of 1984, were used to publish this report by the State of Illinois Council on Vocational Education.

ICoVE MEMBERSHIP

RONALD C. MOREHEAD
ICoVE Chair 1990-91
Illinois AFL-CIO Manpower Assistance Program
Bloomington, IL

GERALD W. SCHMIDT
ICoVE Past Chair, 1988-90
Training Manager
Caterpillar, Inc.
Aurora, IL

ROBERT M. BECKWITH
Director, Small Business Programs
Illinois State Chamber of Commerce
Chicago, IL

HARTZEL L. BLACK
Dean, Correctional Education
Southeastern Illinois College
Central Administration office for Correctional Education
Vienna, IL

JAMES E. DENNY
Director, Organization/Human Resource Development
IMCERA Group, Inc.
Northbrook, IL

DR. MARIE MALINAUSKAS
Conference Coordinator
Division of Continuing Education
Southern Illinois University
Carbondale, IL

PERCY MURDOCK
System Director
East St. Louis Regional Vocational System
East St. Louis, IL

DR. JOSEPH PILAND
President
Highland Community College
Freeport, IL

CARLOS Y. RIVERA
Manager, Human Resources
The NutraSweet Company--Simpless Group
Niles, IL

HON. GORDON L. ROPP
State Representative, 88th District
Dairy Farmer
Bloomington, IL

VALEE L. SALONE, Esq., ACSW
Executive Director
Nia-Comprehensive Center for Developmental Disabilities
Chicago, IL

MARY BETH STINE
System Director
Clay-Jasper-Richland-North Wayne Regional Vocational System
Flora, IL

GERALD M. SULLIVAN
Business Manager
Chicago Journeymen Plumbers Local #130
Chicago, IL

ICoVE STAFF

PETER JOHNSON
Executive Director

CAROL McGEE
Assistant Executive Director

KRISTI KATCHER
Secretary

PEGGY ITTENBACH
Secretary

BEST COPY AVAILABLE

ILLINOIS COUNCIL ON
VOCATIONAL EDUCATION
100 Alzina Building
100 North First Street
Springfield, Illinois 62702-5186
(217) 782-2892

An Equal Opportunity Employer

Printed by the Authority of the State of Illinois
July 1991 7.5M 1-999B-95 No.129

BEST COPY AVAILABLE